THE IMPACT OF FORMATIVE ASSESSMENTS ON ESL STUDENT'S LANGUAGE PERFORMANCE

Presented to
The Graduate Program
of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Language

by
Iris Molina

May 2022

Advisor: Michelle Plaisance

Abstract

Due to the testing regulations dictated by the government and the increase of ESL students in the United States, teachers have seen the need to reinvent their teaching-learning processes to help ESL students to have more outstanding performance and skills in their process of acquiring a new language and reaching the standards required by the educational system. For this reason, teachers who teach ESL students have implemented formative assessments (FAs) as part of daily instruction within their plans—supporting what (Wiliam, 2013) said, FAs are "a bridge between what is taught and what is learned by emphasizing that formative evaluations provide teachers with guidance on whether the instruction given to students is being truly effective and whether their learning takes value" (p. 15). This paper summarizes research on the effectiveness and role of FAs in ESL students' language acquisition. It is accompanied by a workshop that presents resources and material to educate and motivate teachers on applying and incorporating FAs in their teaching process to help their ESL students grow.

Dedication

I dedicate this thesis to my beloved parents, who have been my constant support and inspiration, and my siblings who always encourage and push me through despite the distance. Finally, I dedicate my thesis to my husband Edwin for his support. Thank you for giving me the courage to pursue my dreams and always believing in me. I love you.

Acknowledgments

I would like to thank my advisor Dr. Michelle Plaisance for her support and guidance during my thesis process. Her dedication and passion are reflected in everything she does. I also want to thank all my instructors who throughout this career gave me their knowledge and support to make this thesis project a reality.

Table of Contents

	Page
Title Page	i
Abstract	ii
Dedication	iii
Acknowledgments	iv
Table of Contents	v
Chapters	
1. Chapter One: Introduction	1
2. Chapter Two: Literature Review	4
3. Chapter Three: Project Design	18
4. Chapter Four: The Project	21
5. Chapter Five: Conclusions	32
Appendix	27
References	53

Chapter 1: Introduction

Many researchers have found that the application of formative assessments has impacted students' learning processes of English as a second language (ESL). Likewise, many investigations reveal that the results on formative assessments show students' progress concerning the learning objectives. At the same time, formative assessments let the teacher knows what the student needs to learn, allowing for adjustments in instruction. (Chapman, 2004). The thesis project provides an overview of the impact of formative assessments on ESL. At the same time, this project aims to understand the positive or negative impact of formative assessments on the students. It is a project in which teachers find relevant information about formative assessments' impact on ESL students and their role in the learning process. This thesis project also provides an overview of what other researchers have found about the impact of these assessments on students.

Assessments have served to identify the understanding that students have had in the teaching-learning processes (Sartaj, 2019). However, with the advent of formative assessments, students take a more active role in learning processes. I have gained experience teaching students in a Spanish speaking country. For instance, the practice of formative assessments has been carried out to monitor the progress of students during the learning process and has helped teachers obtain evidence to adapt the teaching style to meet students' needs. However, there are questions about whether these assessments help students develop their language skills or whether

they are just evaluations used only to obtain data showing their academic growth. It is satisfactory to see growth in students' language skills. However, locating an effective assessment instrument requires a great deal of time, especially when it comes to one that provides teachers with the required data and that helps students grow in their cognitive development. This topic is essential because it provides helpful information that teachers can use to meet the needs of students. I use resources such as internet articles, ProQuest databases, and textbooks to provide a clearer idea of the application of formative assessments during student learning processes.

As Vygotsky (1962, 1978) argued, when students are exposed to formative assessments, there is growth in their social development when interacting with others and cognitive growth due to greater ease and flexibility in acquiring knowledge (Trumbull, 2013). The project is designed for teachers who teach ESL students and who benefit from knowing more about formative assessments and the growth that students can show in their language development. In the same way, creating this project helps teachers have a clearer vision of formative assessments' impact on students.

This thesis project posits the following research questions: how do formative assessments help students in the language acquisition processes? How do formative assessments promote language development and performance in classrooms? Do formative assessments meet the demands and needs of ESL students? The analysis of these questions is reflected in the research and the complexity involved in the application of these assessments to students.

The current thesis develops a workshop to strengthen ESL educator knowledge on formative assessment. As a result, this workshop offers more alternatives for applying formative assessments to ESL students and supporting them in their learning process. This workshop helps

and motivates ESL teachers to enrich their knowledge in formative assessments and improve the quality of instruction provided to students. The first workshop is based on understanding the role that formative assessments play in the language acquisition process of ESL students. The second workshop develops innovative, effective, and achievable assessments that improve the development and achievement of ESL students. The third workshop discovers the most efficient ways to meet the demands and needs of ESL students. Beyond providing tools to ESL teachers regarding formative assessments, the intention of this thesis project is also to motivate and encourage educators to implement new assessments with the purpose of helping our ESL students to achieve language development and performance.

Chapter 2: Literature Review

For decades, schools in the United States have seen increases in the number of students who are learning English as a second (or subsequent) language (Colorin Colorado, 2020). Federal legislation inspired by No Child Left Behind (2002) places teachers under pressure to implement procedures and techniques that improve students' language ability. One of the tools teachers implement to assess students' language is formative assessments (FA). FA has become part of the instruction within the classrooms; teachers can monitor students' progress towards meeting standards (Power School, 2021).

On the other hand, many researchers agree that assessment plays a vital role in student learning processes and produces intrinsic motivation in using language as a means of communication (Dixson & Worrell, 2016; Sartaj, et al., 2019; Torres, 2019). Greenstein (2010) explained that the word "*assessment* comes from the Latin root *assidere*, which means to sit beside another" (p.1) indicating that the essence of the evaluation is the one where we receive information to monitor the evolution of the students.

This chapter examines the process of Second Language Acquisition (SLA) through FA and how FA has served to identify students' understanding in the teaching-learning processes. It also provides an overview of how FA can enhance the students' learning processes, particularly the opportunity that FA offers to the teachers to develop the content to help students develop the

English language process. In this sense, this paper first presents a definition of assessments as an initial point of view of some researchers, starting with a definition of assessments as an initial point to identify students' understanding in the teaching-learning processes.

Formative Assessment

In recent years, FA has become a research topic for many scholars, even though continuous changes in teaching standards required by governments have forced education systems to implement new tools that help students achieve success. In this sense, the education process has revolutionized with the application of new teaching methodologies and technology as learning tools. Therefore, some researchers have recognized that FAs are a tool that helps teachers and students achieve learning objectives (Dunn & Mulvenon, 2009).

FA was born out of teachers' need to know what students need to learn and to strengthen those specific areas (Black & William, 1998) to adapt the content to the needs of their students. Even though Black and William (1998) emphasized that, "it is the responsibility of governments to take the lead cooperation between government agencies, academic, and school researcher's educators" (p.12). They stated that the data obtained in FAs are a joint work carried out within the classrooms by teachers and students.

Greenstein highlights that FA reveals the needs of our students to help teachers know and understand what students need and, thus, make the best decisions in the teaching processes that help them achieve their goals (Greenstein, 2010). Students who have active participation in the classroom will have the opportunity to understand how much they learned to know the next step

to take and what risks they should take (Heritage, 2007). The use of an appropriate assessment tool will help students' abilities. Consequently, students will be more reflective, have better motivation, and recognize their potential (Chapman, 2004).

One of the most important components of FA is feedback. This feedback helps students show their performance and helps them form judgments about it and realize what needs to improve to achieve competencies in learning (Taras, 2005). This component can involve providing feedback following an assessment, but more importantly, this feedback is delivered during instruction, allowing instructors to identify student misunderstandings and help them correct their errors.

Summative assessment (SA) evaluates students learning but does not provide information on what the student should improve. Nevertheless, FA has come to complement assessment methods. FAs help teachers assess students before, during, and at the end of their learning process and provide students with a clearer idea of what needs reinforcement and changed (Grover Tuttle, 2009).

FA facilitates student learning by providing feedback that provides students with specific data on what they need to improve. Feedback helps students gain a clearer vision of their performance and enables them to take corrective actions in their learning (Fisher & Frey, 2011). Greenstein (2010) explained, "one of the primary functions of FA is to inform instruction" (p.6). Feedback during FA helps the student get involved in the learning processes, feel more motivated, and have a clearer picture of where they are going. Through the lens of FAs, students know where they are and the next step to take in their learning (Duckor & Holmberg, 2017).

Taras (2005) explained that FA and SA should not be separated but must be applied and viewed with a holistic approach. Scriven (2012) began by saying that within FA, certain aspects take this idea into account, and the first is to see that, "the purpose of formative evaluation is to improve the merit, value or importance of the evaluator" (p. 59). Black and William (1996) mentioned: the difference is that FAs focus on the process while SAs concentrate on the product. Williams (2014) indicated that a former teacher in his video of common formative assessments helps teachers reflect on their practice. He also remarked that formative assessments reflect on teaching practices and improve those practices. They allow the teacher to reflect on the instruction given to students and open an opportunity for improvement in the quality of teaching that provided.

In this sense, the theory of educational consultant Stiggins (2005) suggested that the student is responsible for analyzing performance on each FA and taking advantage of each assessment to do a better role the next time. He emphasizes that the essence of FA lies in teachers improving instructional instruction based on learning differentiation and enhancing each student's academic performance.

Apart from this, it has been discussed that FA plays a significant role in student learning processes in that students feel a greater responsibility for achieving their achievements (Trumbull, 2013). Trumbull explained that one of the advantages of FA is that students are aware of their own learning and provide the opportunity to provide peer feedback. Peer feedback serves as a learning resource and leads to a better level of understanding. Peer feedback promotes the active participation of students and makes them feel part of their learning processes (Trumbull, 2013).

SLA Process Through FA

SLA has been the subject of one of Vygotsky's (1980) most important theories. He argued that learning a SL affects the whole mental development of the child's personality taken as a whole; therefore, it must be studied in all its breadth and depth. According to Johnson (2003), Vygotsky evaluates the importance of the learners' view holistically. He emphasizes that Vygotsky's findings are vital in language acquisition since they promote the union between the learner's learning in his social environment and the connection with his mental functioning. In other words, the environment where the learner develops is closely linked to his cognitive growth; hence, there will be an impact on his development in the acquisition of language (Johnson, 2003).

On the other hand, Gabryś-Barker (2013) added that for a student to learn a second language, it is necessary to be motivated to have better language performance and that, "motivation constitutes a necessary component of language learning" (p. 78). She added that motivation helps students perform better in their linguistic interaction with others and helps them better understand the learning objectives. She also highlighted that motivated students have a better performance in their evaluations, assuming a role of greater responsibility and challenge in language acquisition (Gabryś-Barker, 2013, p. 79), reinforcing the theory of Chapman (2004), where he explains that motivation is necessary for students' performance and to develop their abilities.

It has long been in the national interest that ESL students reach their full potential in the SLA processes (Lachat, 2004). As part of these attempts, ESL students take tests that assess their language abilities (Lachat, 2004). Most of these assessments are based on high standards that help students to think critically. These standards help teachers understand the students' needs and what they need to know in order to perform better in their second language; however, these assessment standards are under review, as they do not show fairness when applied to ESL students (Lachat, 2004). Likewise, he explained that these tests are not well applied to ESL students since they do not show what they know because according to educational policies, the applied assessments must show the knowledge that ESL students have in the English language rather than in their cognitive knowledge. He also points out the inconsistency of administering state tests to ESL students in English when the students do not speak the language (Lachat, 2004). Because high-stakes measure the cognitive abilities of students and their understanding and linguistic development. Consequently, ESL students have a limitation since it is difficult for them to understand at the time of being evaluated what gives rise to biases (Lachat, 2004). ESL students also lack attention when taking the tests, since there is no differentiation according to Lachat. In this sense, he emphasized that it is essential to review these policies again to achieve better student performance to qualify for scholarship and college entrance programs.

In addition, one of the differences students have in SLA is the external knowledge received and the ability imposed by the system, precisely the learning objectives they must acquire when learning a new language. Subsequently, a gap is formed between what teachers must teach and students' responses to the instruction received; indeed, interactive communication plays a significant role between the teacher and the student (Housen & Pierrard, 2005). Through good communication, positive relationships are formed; motivation and security increase among

ESL students when communicating; thus, there will be higher performance in their evaluations (Housen & Pierrard, 2005).

Andrade and Cizek (2010) explained that acquiring a L2 is a challenge for children who have grown up in another culture; it contributes to their development of the target language and is also a challenge for teachers who try to help these children reach the required standards by the educational system. They emphasized that teachers need to meet the children's needs to develop language and effective communication. Consequently, formative assessments help students see the level of language and reflect an understanding of the content, which allows the teacher to form their judgments and create meaningful instruction for students (Andrade & Cizek, 2010).

Furthermore, ESL students can achieve a better SLA through formative assessments to know their needs in advance, during, and after instruction (Griffee & Gorsuch, 2016). These FAs allow teachers to make changes and decisions in the teaching process, helping students better understand the content. Griffee & Gorsuch (2016) point out that, "FA is knowing for various authors of SLA as illuminative evaluation (p. 95)" meaning that the FA provides a clearer vision of the SLA processes in students, since it allows the teacher to know when and how to use the curricular content as support in the linguistic process, at the same time the teacher knows how to rely on the content and take advantage of it to return it in favor of the students' learning process.

On the other hand, other researchers highlight the importance of FAs in the SLA processes. Joyce (2018), for instance, underlines that the continuous application of FAs is beneficial for students since they strengthen the contents, and as a result, they will obtain a better performance in their second language. Torres (2019), in this sense, explained that the FAs positively impact the SLA process in students and allow teachers to evaluate deficiencies in the

teaching processes simultaneously. It enables the development of interest lessons, strengthening the content during the learning process. At the same time, Torres remarks on the importance of the FAs and language assessments by pointing out that they are linked to each other to help students develop language and provide them with the necessary support during the process. Torres also stressed that "FA should not be an instrument used to pass or fail a student" (p. 9). Instead, students should be given the opportunity to explore their skills through alternate FAs such as self-assessments or peer-reviews that allow students to be aware of their performance and what they need to improve at the same time believe in students a sense of participation.

Some studies show that the interaction between the feedback received through the FA facilitates the SLA processes. When students receive feedback, their learning process makes more sense, and oral output is produced, providing opportunities to develop their language and interact with their environment (Sherris, 2011). At the same time, the teacher must be attentive to the students' learning processes during the FAs, making decisions before, during and at the end of each assessment to facilitate better cognitive and oral development, it is also important that the teacher keep records of the process and collection of data that will see the progress of students.

As revealed by Afitska (2014), there are four essential elements when evaluating language that lie in: "Teacher Feedback, Teacher Questioning, Learner Peer-Assessment, and Learner Self-Assessment" (p. 517). She explained that each strategy produces linguistic development in students and improves learning processes. Afitska emphasized that teachers are responsible for developing students' language skills through feedback that promotes student interest in learning and awakens a positive attitude. In her study, Afitska exposed that students

had a positive attitude towards the feedback offered by their teachers, achieving good responses and performance in the linguistic assessments (Afitska, 2014).

A part of this it has been said that students respond positively to feedback; however, Afitska explained this is not always the case. Students do not interpret feedback from their classmates with a good attitude but rather see it as criticism. In other words, some students do feel positively that other classmates evaluate them; they feel that it would not be a fair evaluation and others think that they do not have the ability to evaluate their classmates fairly, letting it be known that they prefer that the teacher evaluate them instead of their classmates. (Afitska, 2014). For this reason, teachers must take special care when applying FAs that involve feedback between classmates. On this matter, Cheng and Warren (2005) stated that, "evaluation is a critical activity in any instructional operation" (p.93); it consists of responsibility for analysis, monitoring, and results in the learning processes of classmates, so the teacher must be aware at the time of incorporating this strategy.

Researchers consider the relationship between second language acquisition and assessment crucial since both are closely linked to students' language development (Perrone, 2011). With the FAs, the teachers collect information that facilitates making decisions in the teaching processes so that later the students develop the required linguistic competencies (Perrone, 2011). Perrone stressed that more studies on SLA and assessments should be done to improve the development of understanding in students' language acquisition. She also emphasized that it is necessary to further promote the relationship between assessments strategies and their impact on students while studying the limitations that both processes have on ESL students (Perrone, 2011).

Effective FA for ESL students

Many researchers agree that FAs serve to strengthen students' cognitive weaknesses and reflect their learning needs simultaneously. This allows teachers to plan objectives according to their students' needs (Zia et al., 2019). Unlike SA, FAs allow faster data collection; by providing feedback to students, and allowing teachers to have the possibility to change learning processes during instruction. During the feedback process, students feel more secure, confident, and more receptive to the content; therefore, the learning objectives are more effective during the learning processes. For this reason, many researchers approve the application of FAs in the acquisition of second language skills (Zia et al., 2019).

The importance of feedback during the application of FAs has become a subject of research since feedback allows teachers to evaluate students' cognitive processes in a guided and continuous way. For instance, in the writing process, feedback allows scaffolding students to build and produce critical thinking and strengthen their vocabulary simultaneously; this will let students know which parts of the grammar they need to improve (Zia et al., 2019). On the other hand, Torres (2019) explained that through the feedback provided by teachers, students can receive a more in-depth and detailed review of mistakes and successes to improve their learning; at the same time, students can feel free and confident to ask and know where they are failing and what they need to improve. However, he emphasized that feedback should not be used to point out the students' mistakes but rather to help them improve. For this reason, Torres recommended that teachers must take special care when providing correct and specific feedback depending on the content taught (Torres, 2019).

FAs constitute an essential tool for the cognitive growth of students. Alvarez and her colleagues (2014) raised some principles for effective FAs. They explained that the FAs evaluate students as a whole and continuously during the teaching-learning processes. At the same time, they revealed that FAs can have several functions and provide adequate spaces during the learning process to evaluate the content. Alvarez, et al. also added that FAs help teachers identify students' learning phase and what they need to learn; thus, teachers make decisions to plan effective learning objectives (Alvarez et al., 2014). They also mentioned that the effectiveness of FAs allows teachers and students to have a collaborative and positive classroom environment by giving spaces for interaction between student-teacher, student-student, and teacher-student.

In this sense, FAs allow students to improve their learning process through the achievement of objectives. McManus (2008) explained some characteristics of the FAs: a) to monitor the evolution that students have when capturing content and how they develop their critical thinking through meaningful activities that build their cognitive capacity and thus be able to achieve the learning objectives and b) FAs allow teachers to have a starting point in the students' learning processes helping teachers plan goals that indicate where they want to go. Also, it is essential to let students know the learning objectives and the assessment guidelines. McManus also emphasized that the goals must be presented to the students in a friendly way and with simple vocabulary to clarify and avoid bias in the learning process (McManus, 2008).

Likewise, teachers have used FAs to scaffold students in the teaching-learning processes. Alvarez and his colleagues (2014) stated that, "it is essential that ELL students receive the appropriate support to learn the language of the content areas" (p. 9). Therefore, they explained that teachers must be aware of the limitations of their students at the time of planning. The same

authors suggested activities that benefit and help the students' learning processes. They argued that these activities can help create meaningful content that allows interaction between the students and the instruction received, and teachers must make clear expectations to students of what they want to achieve (Alvarez et al).

On the other hand, Ardiansyah and her colleagues (2018) stated that effective FAs must have some components; and that the students must be continuously evaluated to help strengthen the content and provide spaces for growth in their cognitive abilities. At the same time, they clarified that FAs are not only for students but also for evaluating teachers. For instance, the information that teachers obtain in FAs gives them a perspective on whether the instruction given to students is effective and allows them to make changes to facilitate students learning (Ardiansyah et al., 2018). They also explained that the role of the teachers is of vital importance during the FAs processes. Teachers are the ones who instructs and makes the decision to change the learning processes by adapting them to the needs of the students. Teachers also have the responsibility to collect data that reflects students' cognitive and linguistic growth through interaction; teachers know if their students are learning or need to make changes in their instruction. Teachers accomplish all of this by doing effective FA that involve observation, feedback, and collaboration among colleagues (Ardiansyah et al., 2018).

Karim (2015), on the other hand, explained that FAs have collected data, developed effective teaching, and increased students' thinking skills. He also pointed out that teachers' perceptions of FAs can affect their implementation. For this reason, teachers must have pedagogical knowledge and use learning tools so that FAs become effective, and the objectives

can be achieved (Karim, 2015). In other words, if teachers positively perceive the evaluation, they will be able to apply FAs to strengthen the students' knowledge.

For their part, Alvarez and his colleagues (2014) mentioned that FAs are not a remedy to cure all diseases. They claimed that the effectiveness of FAs in ESL students is known. However, it is necessary to emphasize that there are many components around it. The visible need to improve the linguistic processes of students helps them achieve the required standards. Added to this is the ability of teachers to make decisions that help improve the content for the benefit of these students, which leads to a collaborative process between teachers, parents, and schools that focuses on offering opportunities that allow ESL students to achieve their proposed goals (Alvarez et al., 2014).

Still, not much is known about the effectiveness of FA in ESL students. In addition to this, it is challenging to create FAs that adapt to the needs of ESL students due to the cultural and linguistic variety that exists, which gives rise to wondering how to know if the assessments applied to ESL students are aligned to the standards required by the education system (Alvarez et al., 2014). For this reason, Alvarez and his colleagues (2014) emphasized that the validation of these evaluations is necessary; that is, evaluations that adjust to the needs of the students must be administered to confirm that they are allowed to access assessment according to their cognitive and linguistic abilities (Alvarez et al., 2014). At the same time, it is necessary to offer accommodation spaces for ESL students and provide the necessary support to achieve the proposed objectives.

Conclusion

FAs play a significant role in student learning processes; they are tools that teachers have been using to improve the quality of teaching based on standardized objectives. At the same time, FAs allow students to recognize improvement areas and strengthen them through effective communication between students and teachers. Additionally, FAs help ESL students acquire greater confidence in their cognitive processes since it opens spaces where students feel the freedom to share their ideas in a cooperative and collaborative environment. Experts on the subject have endorsed these findings; however, some researchers advise continuing with a more in-depth investigation on the effectiveness of FAs in ESL students. For this reason, the use of FAs within the classrooms will always be a challenge for teachers since they encounter a cultural and linguistic diversity that limits teachers from knowing what their students' needs are entire.

Chapter Three: Project Design

This chapter explains the rationale for creating a workshop to strengthen English as Second Language (ESL) educators' knowledge of formative assessments (FA). According to Chapman (2004), FAs help teachers know what the students need to learn, allowing teachers to adjust their instruction. As an ESL teacher, I consider it important to monitor students' progress during their learning process; for this reason, this workshop will offer teachers more alternatives for applying FAs to ESL students and supporting their learning process. Teachers will benefit from increasing their knowledge in FAs and improving the quality of instruction provided to students. In other words, teachers should pay particular attention when applying FAs and the impact on ESL students and their role in their learning process.

FAs are tools that help teachers achieve learning objectives (Dunn & Mulvenon, 2009). Thus, it is essential that teachers be aware of the students' needs and make decisions to adapt their learning styles to those needs to facilitate their learning process. In addition, it is necessary that teachers collect data that reflects students' cognitive and linguistic growth. Therefore, implementing FAs may inspire teachers to develop effective teaching and increase students' thinking skills. FAs offers a variety of tools that help teachers identify students' strengths and weaknesses to target those areas that students need to work. At the same time, FAs are an essential part of all the learning and teaching processes that benefit teachers’ abilities to adjust instructions and help students achieve their learning goals.

FAs allow teachers to facilitate students learning performance by providing feedback that helps students have a clear vision of their performance to take corrective actions before, during, and after their learning process (Fisher & Frey, 2011). Feedback during instruction helps students feel more motivated; their learning responsibility increases. In contrast, if the students do not know the progress, they will have less motivation for learning. Greenstein (2010) explained, "one of the primary functions of FA is to provide instruction" (p.6). That is to say that, as teachers, we want students to have better performance and take active participation in their learning process, making sure that they know where they are going and what the following action would be to taking to get involved in their learning.

The final product of this project is a workshop that provides teachers a clear vision of FAs' impact on ESL students. FAs are tools that help teachers know what students need to learn to strengthen areas of concern and adapt teacher content to students' needs. Therefore, teachers will learn how FAs can enhance the students learning process and the opportunities that FAs offer to teachers to develop the content to help students in their English language acquisition. Also, through the workshop, teachers are shown how FAs promote language development and performance in classrooms. In addition, this workshop will offer more alternatives for applying FAs to ESL students to support their learning process. Language acquisition helps ESL students have better communication and performance as Andrade and Cizek (2010) emphasize that effective communication between teachers and students only meets students' needs.

Ultimately, this workshop will help and motivate ESL teachers to gain knowledge in FAs and improve their instruction providing to students. The workshop will be developed in three parts. 1) In the first part, the teachers learn the role FAs have in students understanding and how these evaluations can improve teachers' instructions. 2) In the second part, the teachers relate to

ESL students' practical and achievable FAs. 3) In the last part, they develop the effective ways teachers can meet students' needs through FAs. In addition, this workshop intends to motivate and encourage teachers to implement the most efficient evaluation tools to help ESL students achieve their language development. Moreover, FAs have served to identify the understanding that students have had in the teaching-learning process (Sartaj et al., 2019). Furthermore, the FAs help teachers know the impact these evaluations have on students who acquire a second language acquisition.

Chapter 4: The Project-Teacher Workshop

This workshop has the intention of strengthening English Language educator's knowledge on formative assessments (FAs) and also motivate and encourage educators to implement new assessments with the purpose of helping students to achieve language performance. This project is comprised of three workshops that identify positive ways to implement FAs with English Language Learners (ELL) to provide more engagement and participation and improve communication during classroom instruction. The workshop will be supported using a Power Point presentation, which included three sessions (See Appendix A: Slides). As an opening, teachers will reinforce their knowledge by refreshing fundamental concepts of FAs. In the first session, teachers will learn role that formative assessments play in the language acquisition process of (English Second Language) ESL students. The second session, teachers will learn how to recognize effective, and achievable assessments that improve students' language performance, and they will explore different resources such as, hand on and online activities that can be used to enrich classroom communication and students' participation. Lastly, the third session, teachers will learn how to discovers the most efficient formative assessments to meet the demands and needs of ESL students.

Opening: What is formative assessment and why is it important?

The opening includes an anticipation guide survey with two questions that will provide a general overview of what teachers know about FAs. (Figure 4.1. See also Appendix A, slide # 5), followed by an introductory video that stands the benefits of FAs in the classroom. Next, explaining the concept and importance of FAs provide for (Montalvo, 2012) (Figure 4.2. See also Appendix A, Slide # 8). Here, a group discussion will be held: Using group discussion, teachers will interact and share their experience with FAs to find common group teaching instructions. After a group discussion, teachers will share their positive and negative experiences applying FAs in their classrooms (Figure 4.3. See also Appendix A, slide # 9), followed by FAs concepts research, and the FAs cycle where explain its effectiveness in teachers' instructions.

Session 1: Understanding the role of formative assessments in ESL students

This session begins with an initial activity about introducing the purpose of FAs. Here teachers should share in post-it notes how they assess students throughout classroom instruction, the objective is to find some FAs misconceptions teachers may have, followed by FAs questions and the purpose that these assessments have in students' language performance explained by (Montalvo, 2012). (Figure 4.4. See also Appendix A, slide #15). Next, an overview about FAs on classroom instruction and how students develop their language skills by using a performance-based assessment, a video is given to provide a better understanding of the concept provide by (Heritage, 2012) (Figure 4.5. See algo Appendix A, slide 17) following by a discussion group

about the use of FAs as a tool to gather information. After a group discussion, the heart of FAs in Dylan William's book provided by (Dyer 2019) is presented; he highlights the importance of formative assessments as part of students' language successful, followed by a video explaining the conexion between students and FAs (Figure 4.6. See also Appendix A, slide #18). Next, the "line of reasoning" by (Jones, 2021) present a lesson example and how to scaffold students' reasoning structure, also an understanding activity is provided in which teachers will determine the knowledge acquire during this session (Figure 4.7. See also Appendix A, slide #19).

Session 2: Develop innovative, effective, and achievable formative assessments.

This session begins with the implementation of effective FAs in learning instruction and the importance of planning a variety of FAs for students (Dodge, 2021); a group discussion will be held at this time (Figure 4.8. See also Appendix A, slide #24). Next, the FAs learning structure will discussed by using Joe Nelson experience, an 11th grade English teacher in Tulsa, the intention here is to being explicit about learning structure in classroom instructions following by the ten innovate formative assessments (Crockett, 2021) (Figure 4.9. See also Appendix A, slide 25). After introducing the ten innovative FAs (Crockett, 2021), a video will be presented; here, teachers will see the round robin in action and then complete a table by answering what they notice and what they wonder about this FA. After sharing their ideas teachers will practice the round-robin with their tables (Figure 4.10. See also Appendix A, slide 27). The following content presents the power of feedback (Wilian, 2011) (Figure 4.11. See also Appendix A, slide 29). The researcher highlights the five R's of feedback in FAs and their effectiveness in students learning. A video will be shown at this time to reinforce Wiliam findings.

Session 3: Meet the demands and needs of ELL students by using effective formative assessments.

In this session information about supporting ELL students will be shown, followed by a video with Dr. Artiles that explains the importance of planning by having first language students in mid (Figure 4.12. See also Appendix A, slide 34). The following content presents the four FA stages (Boals, et. al, 2015) suggested. Stage 1 talks about design and teaching, here teachers will learn the power of presenting clear language targets to students is vital for their learning process (Figure 4.13. See also Appendix A, slide 38). Next, the stage 2: sample students' language, here teachers will learn that students' sample help to monitor students' progress (Boals, et. al, 2015) (Figure 4.14. See also Appendix A, slide 40). Then, stage 3: Analyze FAs that teachers can use to measure students' progress as: checklist, rating scales, and rubrics (Figure 4.15. See also Appendix A, slide 41). The last stage 4 reinforces the importance of feedback in the learning process (Tuttle, 2009) following by a discussion questions activity (Figure 4.16. See also Appendix A, slide 42). In concluding the workshop, the purpose is to give participants time for a final reflection (Figure 4.17. See also Appendix A, slide 44). The facilitator invites the participants of the workshop to complete the five R's reflecting questions following by an inspire video of Kenneth Williams and his reflection about FAs as a powerful tool.

Chapter 5: Conclusion

Researching formative assessment as necessary tools that teachers should implement in every classroom instruction will help ESL students better perform and grow in their language skills. Teachers face challenges in finding a way to connect learning content with students' comprehension, which favors an environment of stress for the teachers by not seeing results in their students. Consequently, these language learners experience many issues during their learning process; they feel insecure, lack confidence, and become reliant on their teachers to improve their linguistic skills. Therefore, if teachers understand when and how to apply formative assessments, the student's language skills will improve. Formative Assessment is the best way to achieve this goal.

FAs are a tool used to support students' learning process. They are designed to help teachers improve their teaching processes and achieve the learning objectives for the benefit of their students. During this research project, I felt inspired to apply effective FAs to improve my own teaching process and increase my student's language skills. Still, during my practicum course, I found that FAs tools gave me a broader overview of my learning instruction's strengths and weaknesses and provided me with the opportunities to make corrections in my teaching process. Likewise, FAs have a tremendous impact on my students; their confidence and motivation have increased. The impact was positive, the students were more open to sharing experiences and learning new things. At the same time, using this tool has helped me keep my

students motivated to learn in a stress-free environment since they do not realize that the teacher is evaluating them simultaneously. Besides, as teachers, we must be aware of the students' needs to administer the appropriate assessments and the different moments indicated during the instruction to apply the FAs and achieve those learning spaces where students realize their mistakes and correct them.

I hope this project helps teachers obtain more evidence to adapt their teaching-learning process and provide helpful information during instruction to help ESL students. Due to years of relying on summative evaluations, teachers may lack training or professional development in using FAs successfully. This thesis project could help teachers improve their practice; the ideas provided in the workshop will be motivating and necessary to increase their knowledge. I hope every teacher feels confident and motivated to use all the innovative resources found in this project.

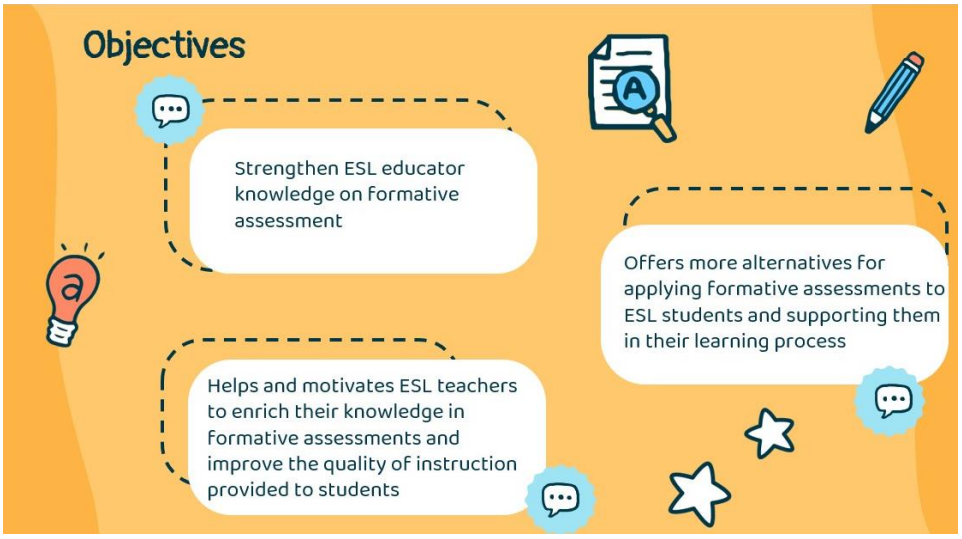
This project will be also used as a blueprint for webinars or professional developments for teachers who work with students learning English as a second language to have continued success. It will be updated under teaching standards required by governments and technology tools. It will ensure that all teachers know their teaching process and increase their knowledge of assessing content with formative assessment. Most importantly, teachers will have the opportunity to access many resources and materials to help gather more information about informal evaluations. Ultimately, it will keep teachers motivated and strong in their instruction in support of their students.

Appendix

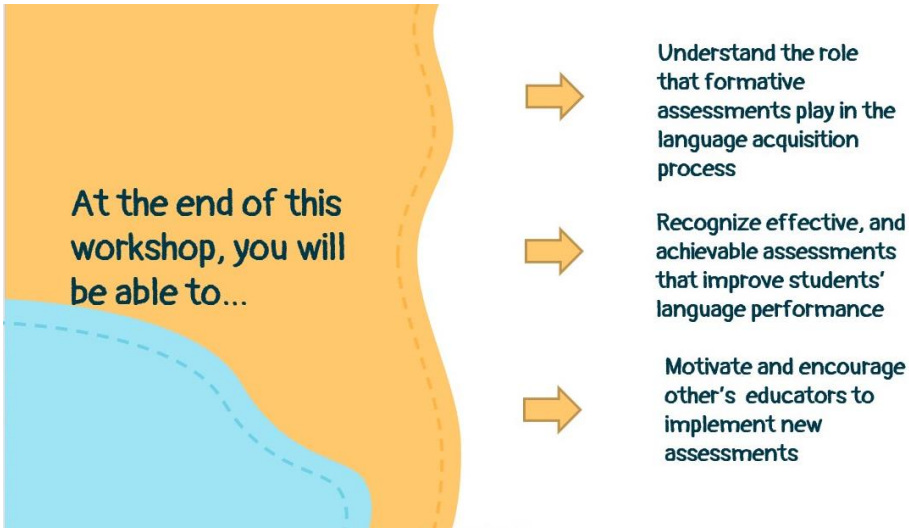
Appendix A: Slides

Slide #1

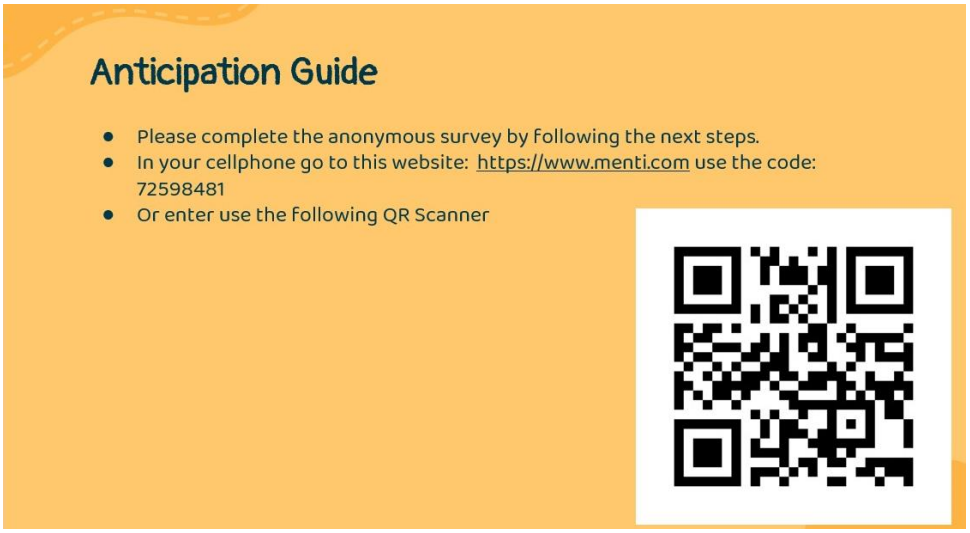
Slide #2



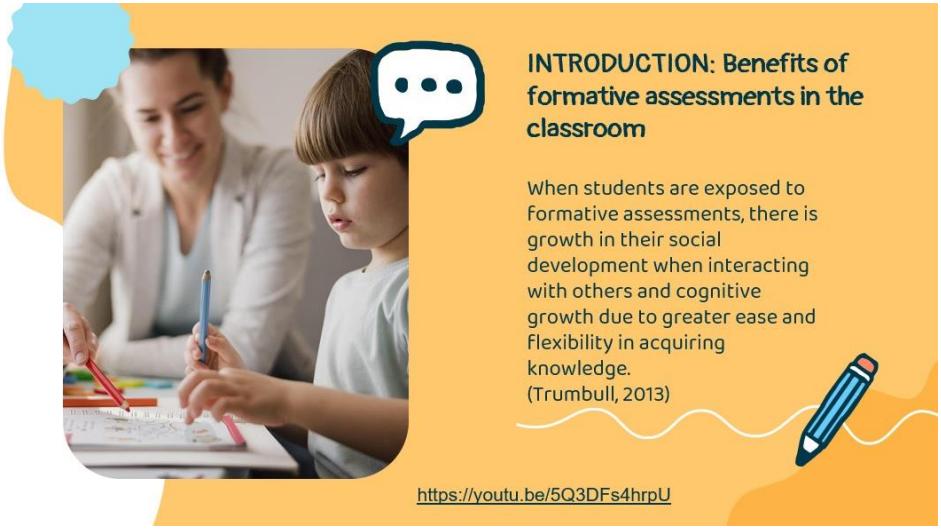
Slide #3



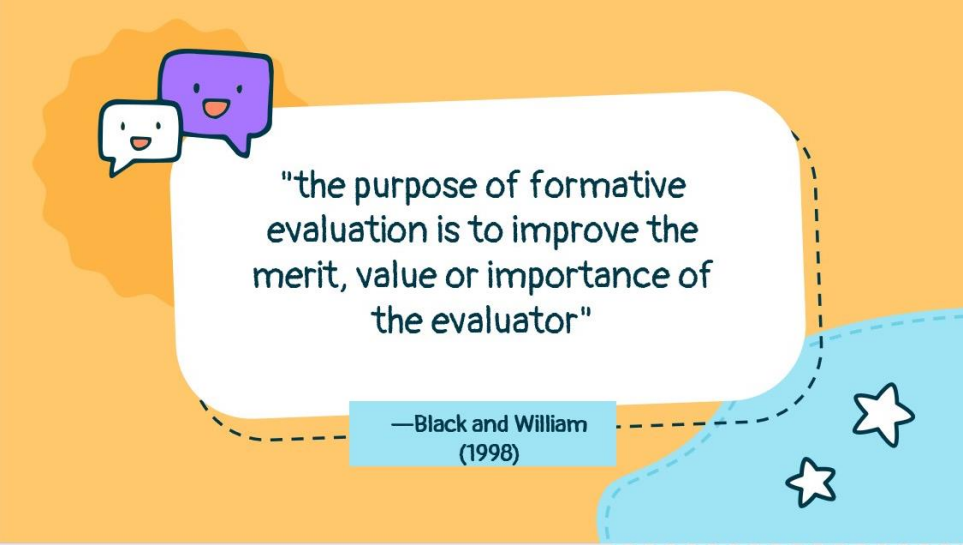
Slide #4



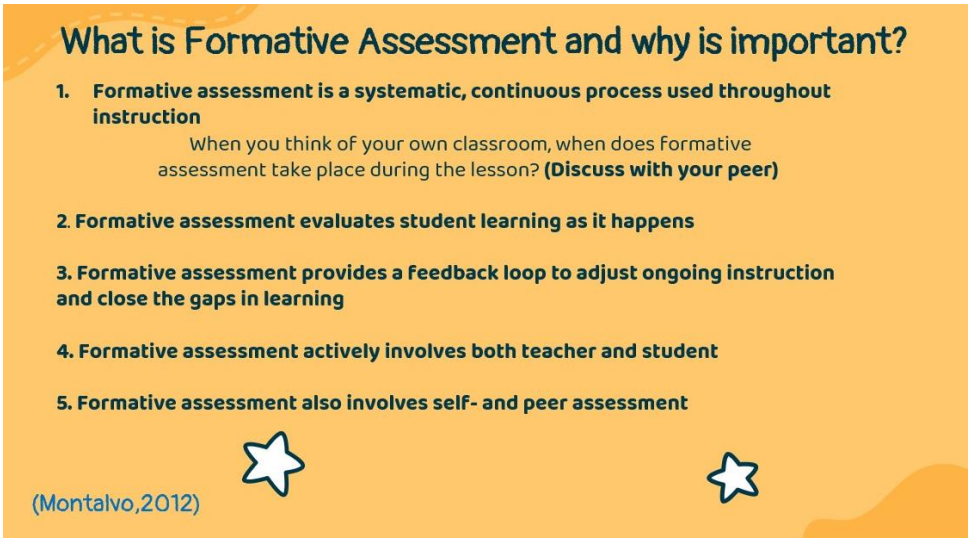
Slide #5



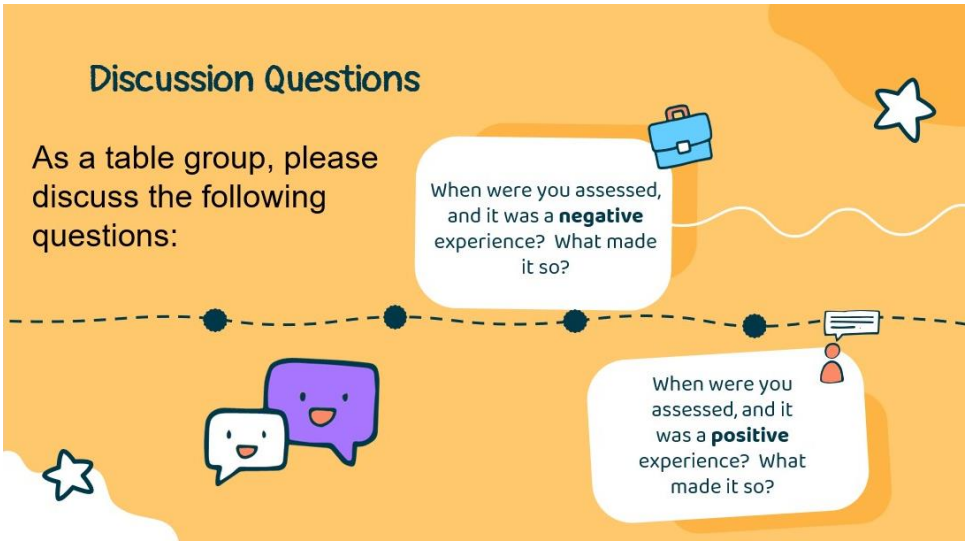
Slide #6



Slide #7

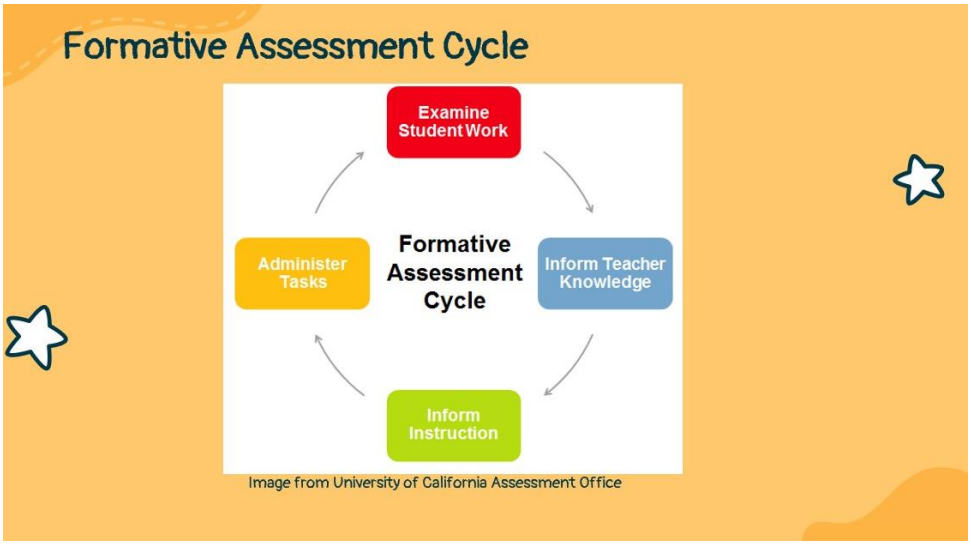


Slide #8

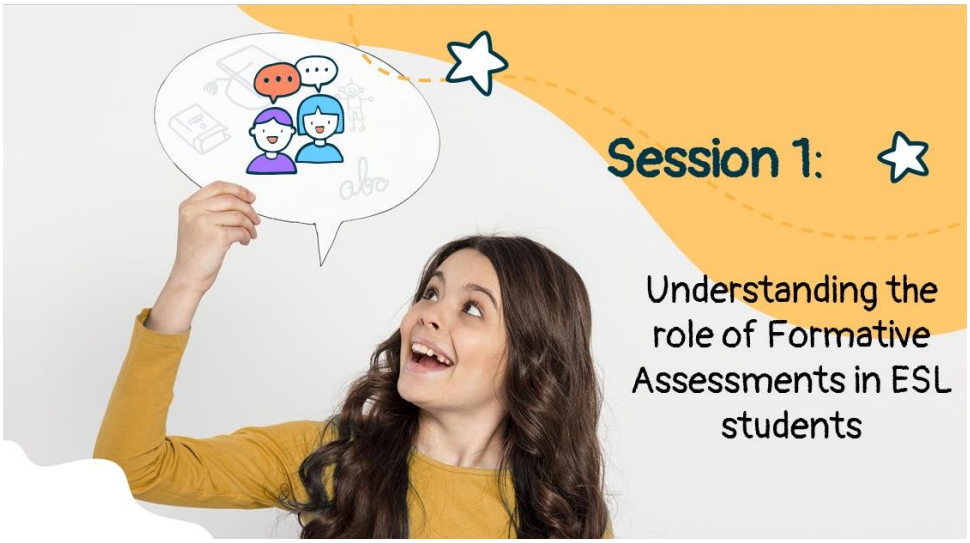


Slide #9

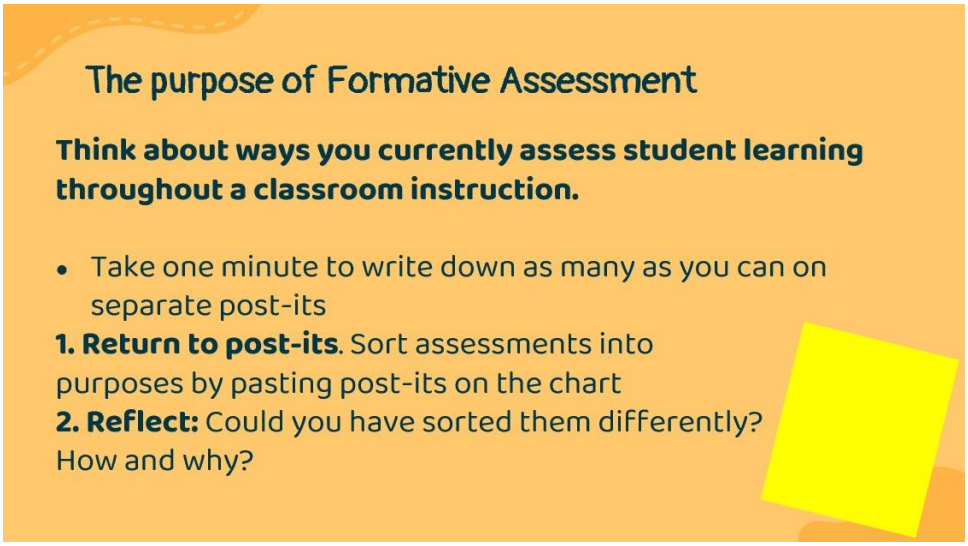
Slide #10



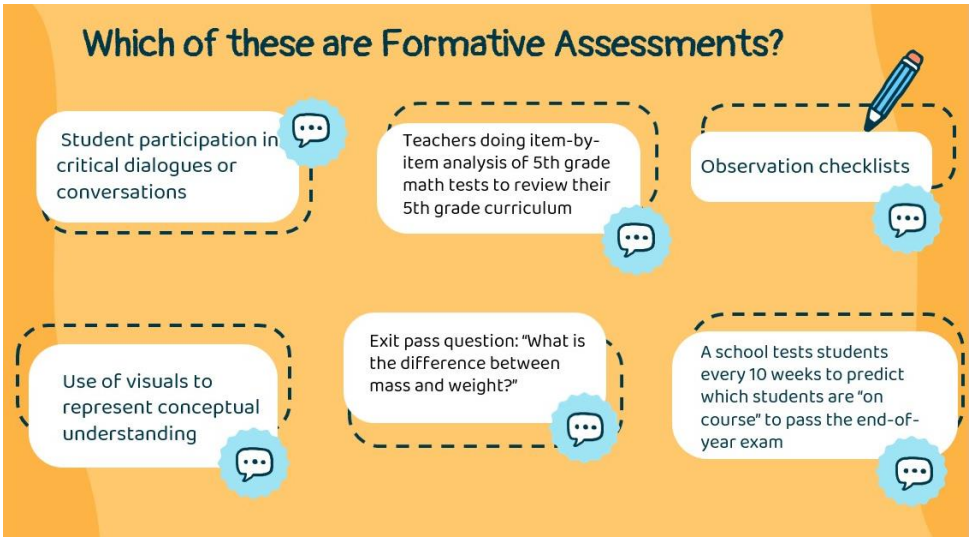
Slide #11



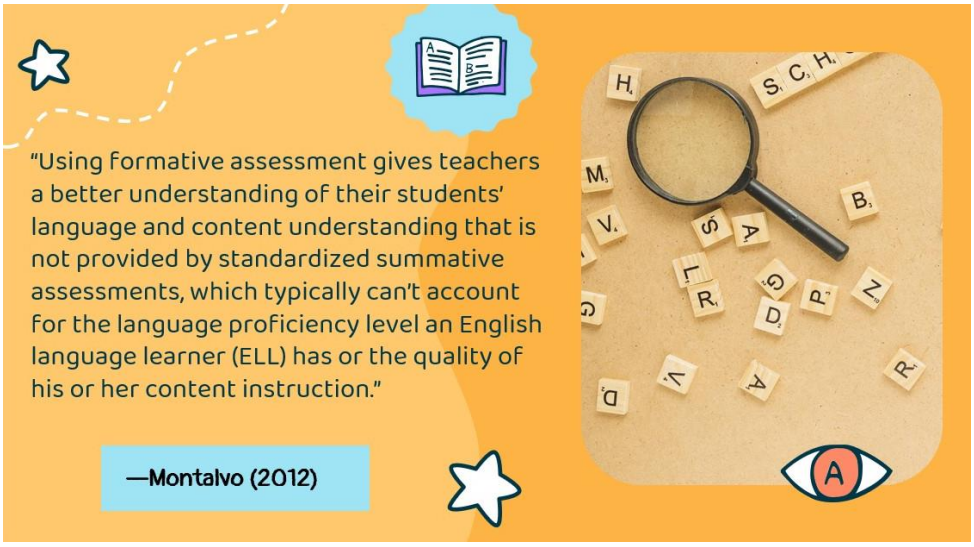
Slide #12



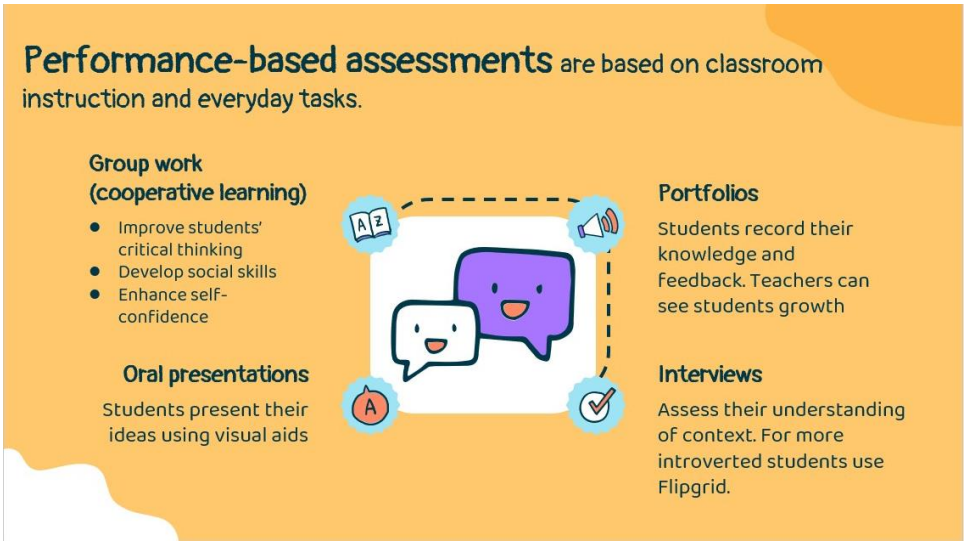
Slide #13



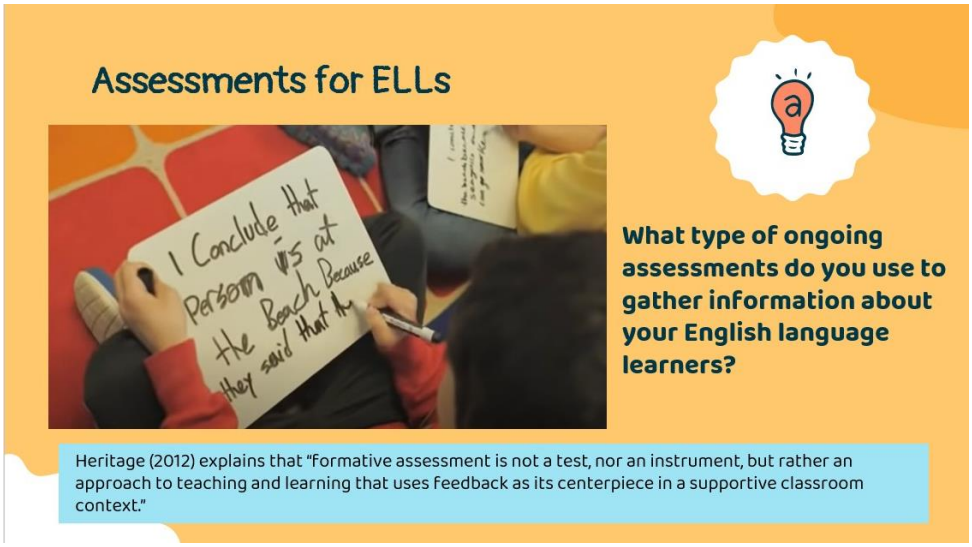
Slide #14



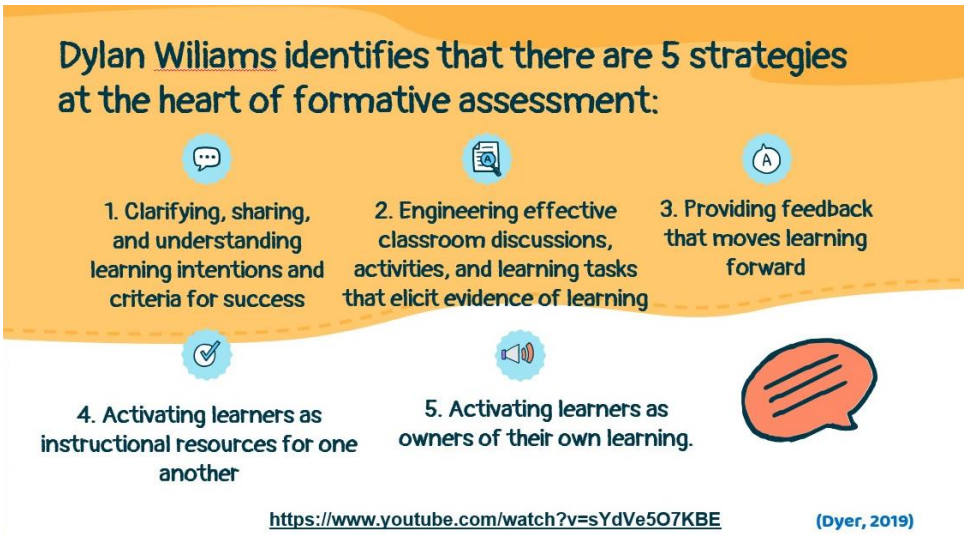
Slide #15



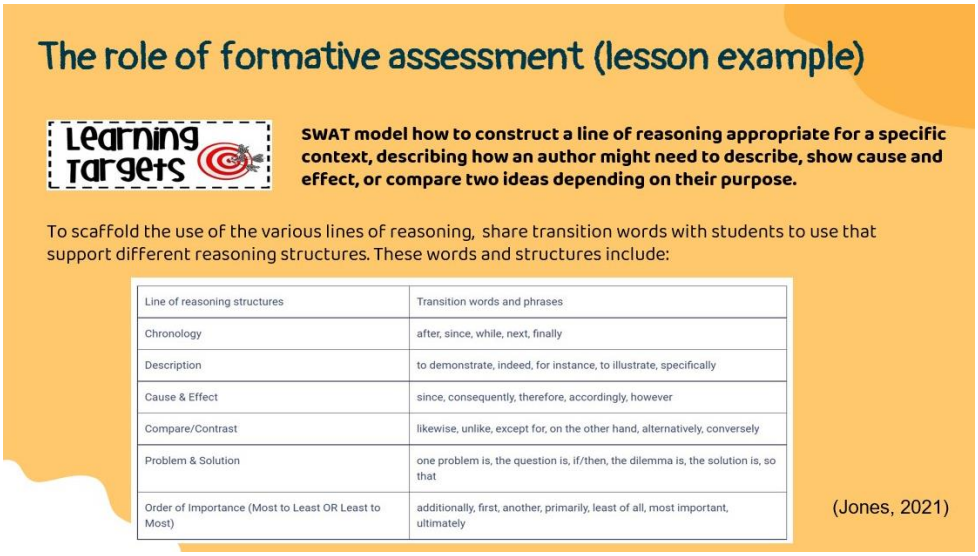
Slide #16



Slide #17

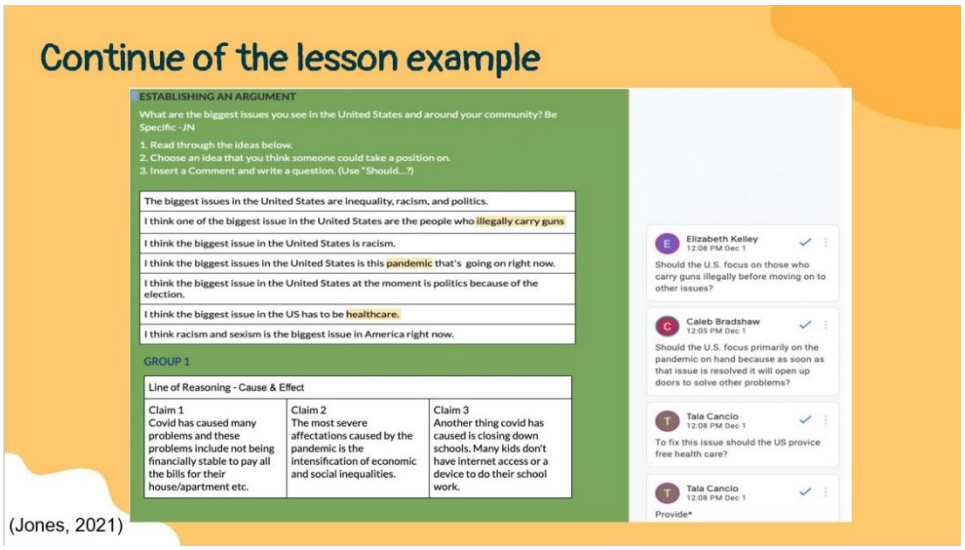


Slide #18

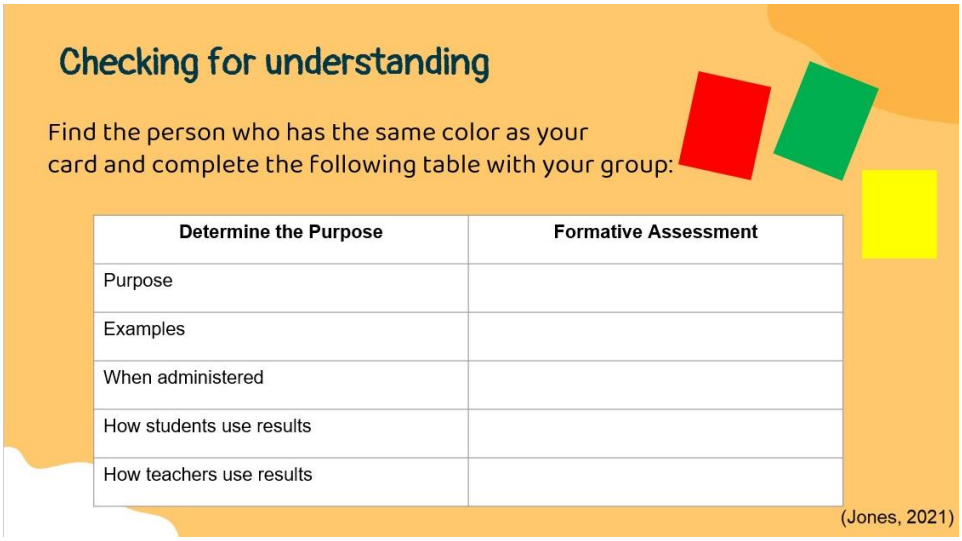


Line of reasoning structures	Transition words and phrases
Chronology	after, since, while, next, finally
Description	to demonstrate, indeed, for instance, to illustrate, specifically
Cause & Effect	since, consequently, therefore, accordingly, however
Compare/Contrast	likewise, unlike, except for, on the other hand, alternatively, conversely
Problem & Solution	one problem is, the question is, if/then, the dilemma is, the solution is, so that
Order of Importance (Most to Least OR Least to Most)	additionally, first, another, primarily, least of all, most important, ultimately

Slide #19

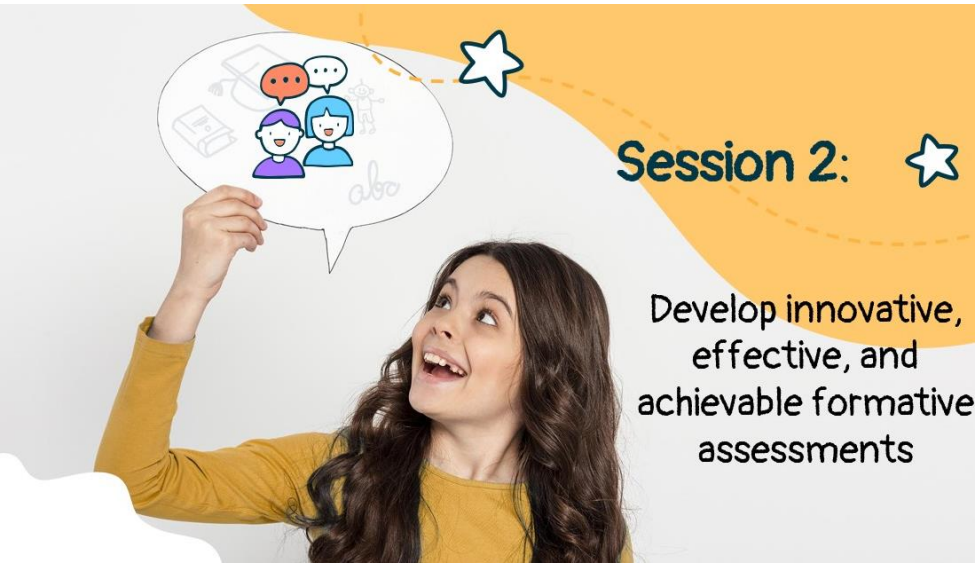


Slide #20

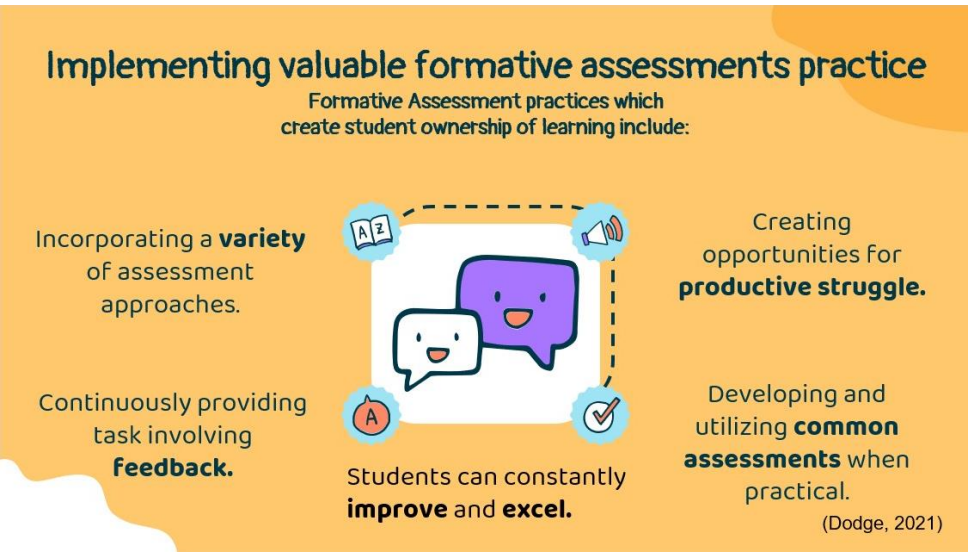


Slide #21

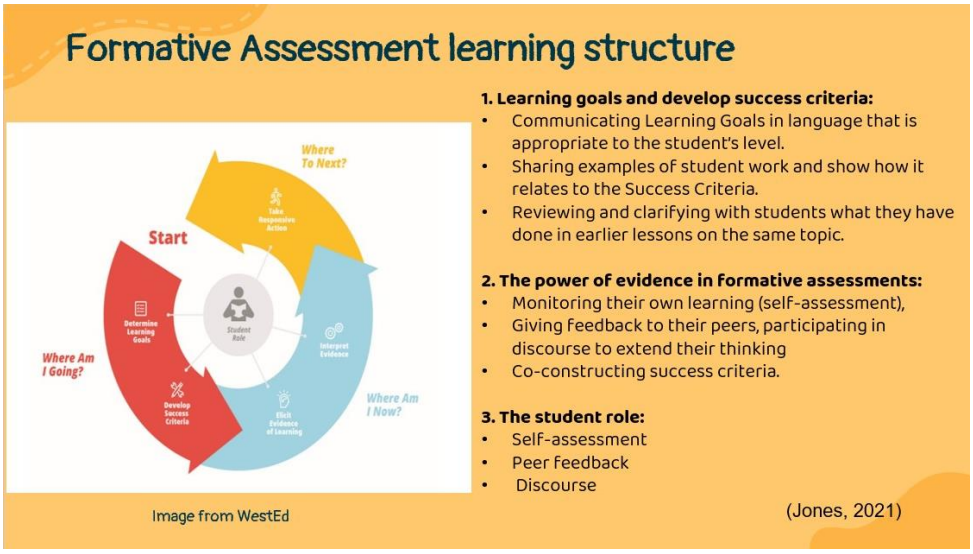
Slide #22



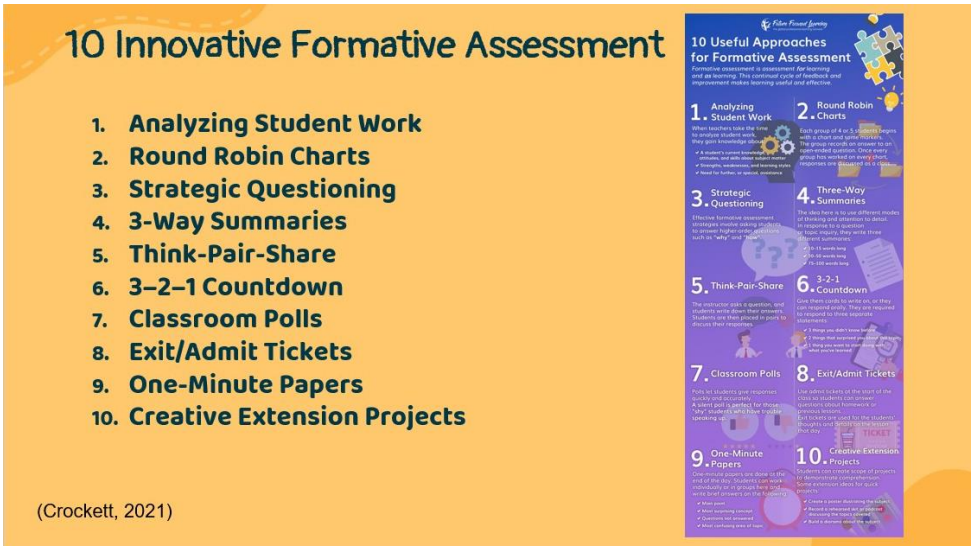
Slide #23



Slide #25

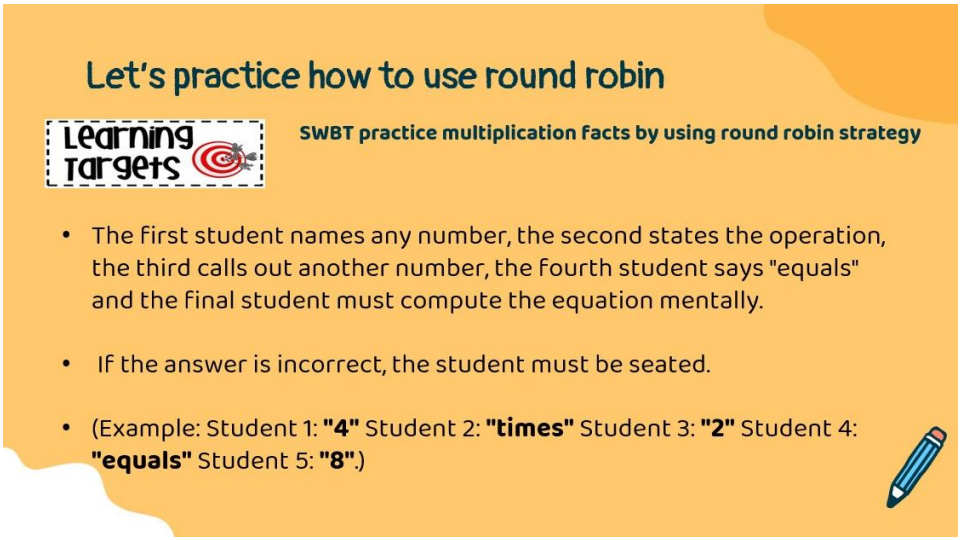


Slide #25

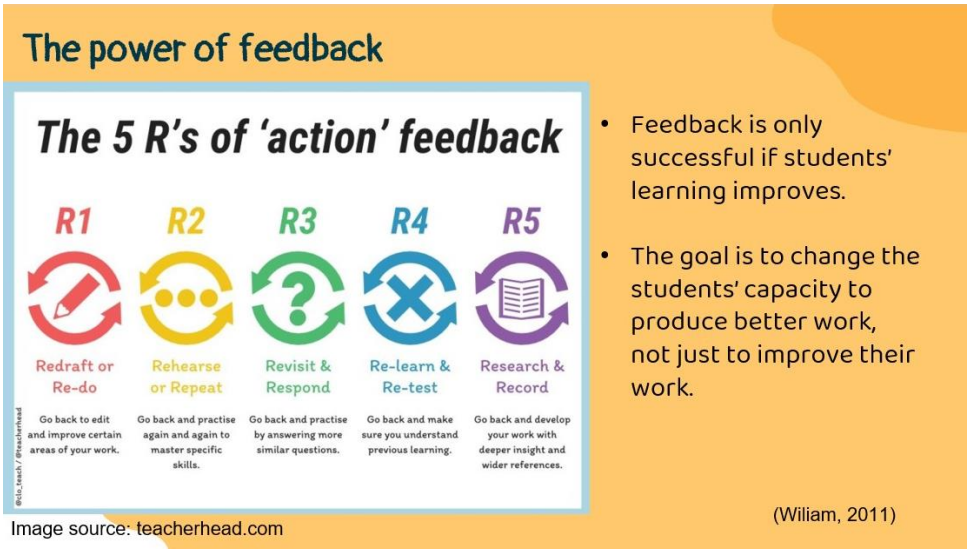


Slide #26

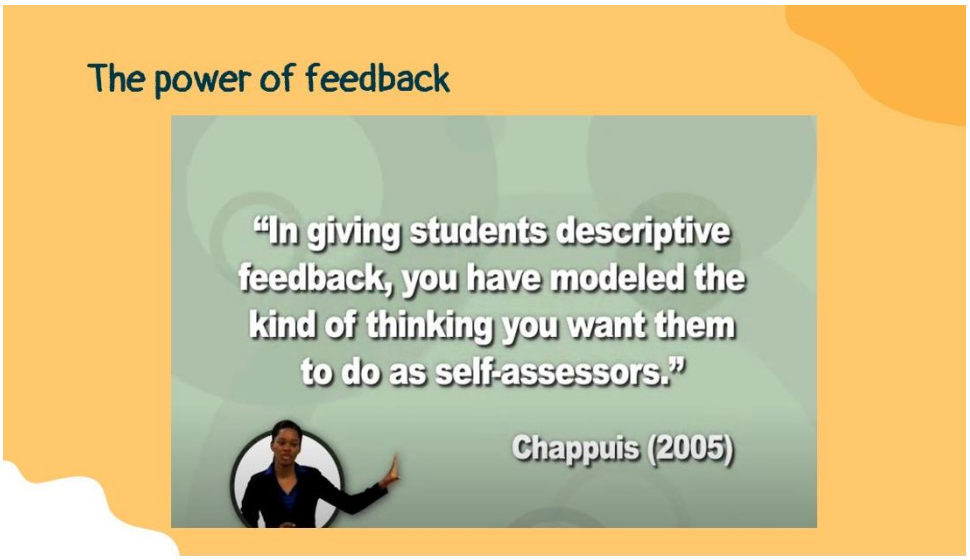
Slide #27



Slide #28



Slide #29



Slide #30

Provide valuable feedback

The Praise Makeover	
Before	After
"Great Job!"	"I like the way you tried all kinds of strategies on this problem until you finally got it."
"I'm proud of you"	"You went back to check your work – that extra step was a great idea."
"You got an A!"	"Those extra problems you did really made a difference."
"You're so smart"	"It was a long, hard assignment, but you stuck to it and got it done. That's great!"
"Don't worry, some people just aren't good at math"	"I like the effort you put in on this. I know you're frustrated, but we'll keep at it and find your best way to master this."

https://www.state.nj.us/education/AchieveNJ/achievementcoaches/EffectiveAssessments.pdf

Slide # 31

Takeaways

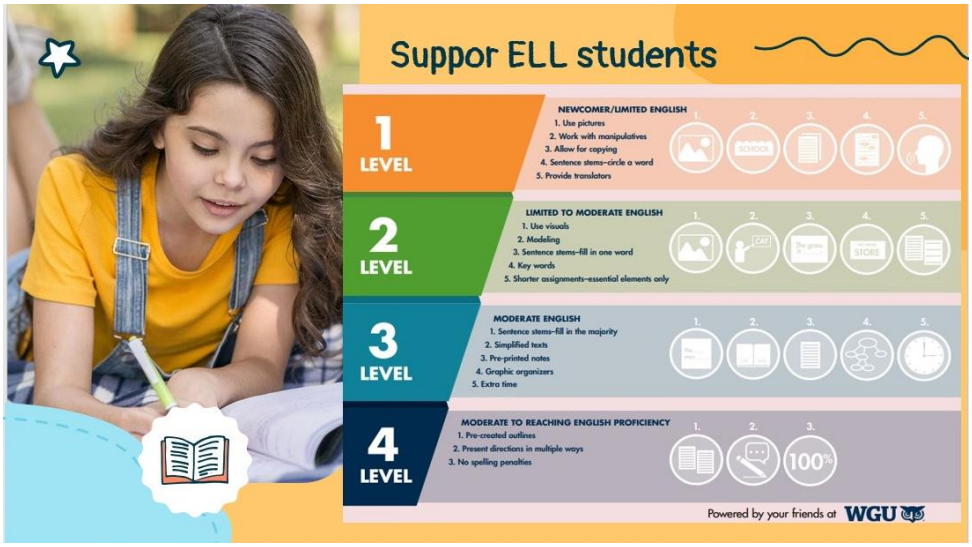
01
- Using innovative formative assessment strategies consistently and effectively removes the surprises from getting final grades.

02
- The feedback is used to improve the learning.

03
- Innovative formative assessment provide crucial information about what students understand and what they don't.

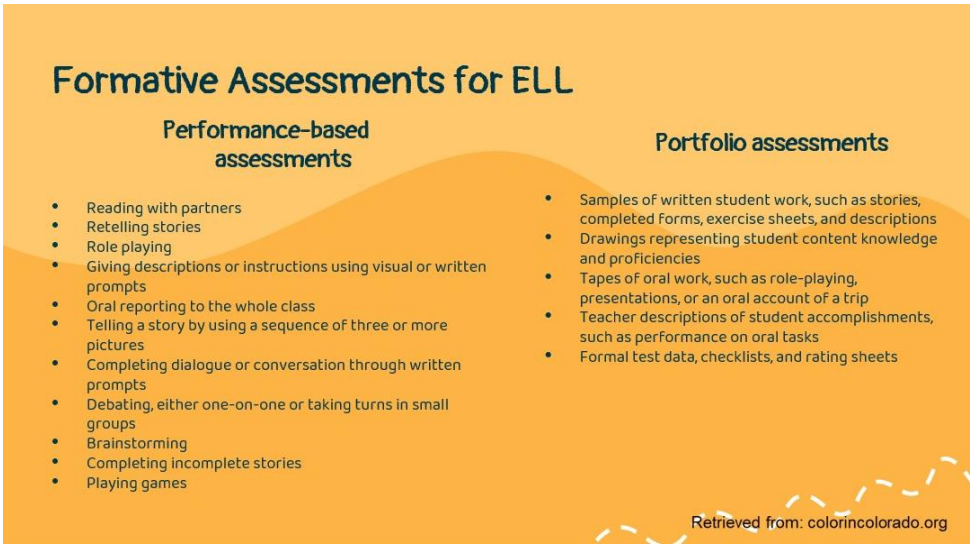
Slide #32

Slide #33

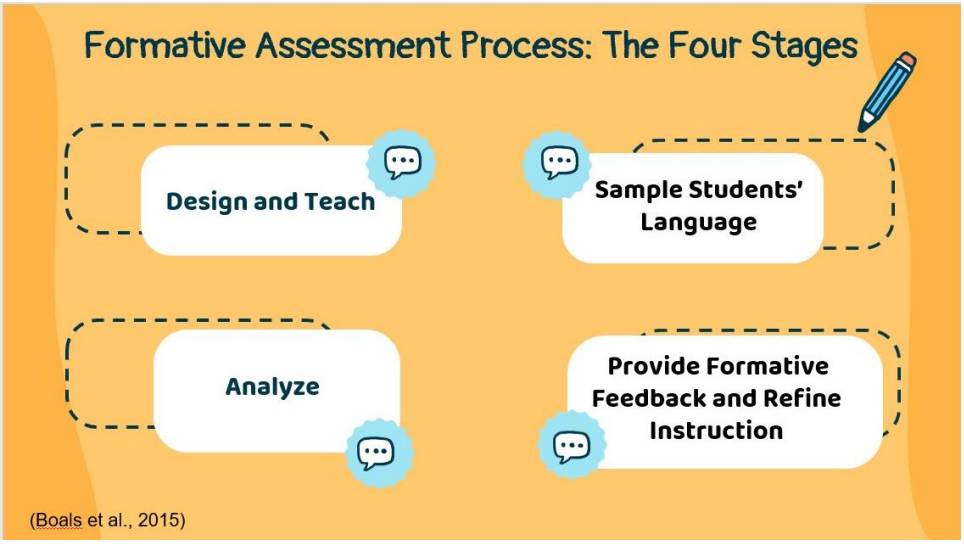


Slide #34

Slide #35

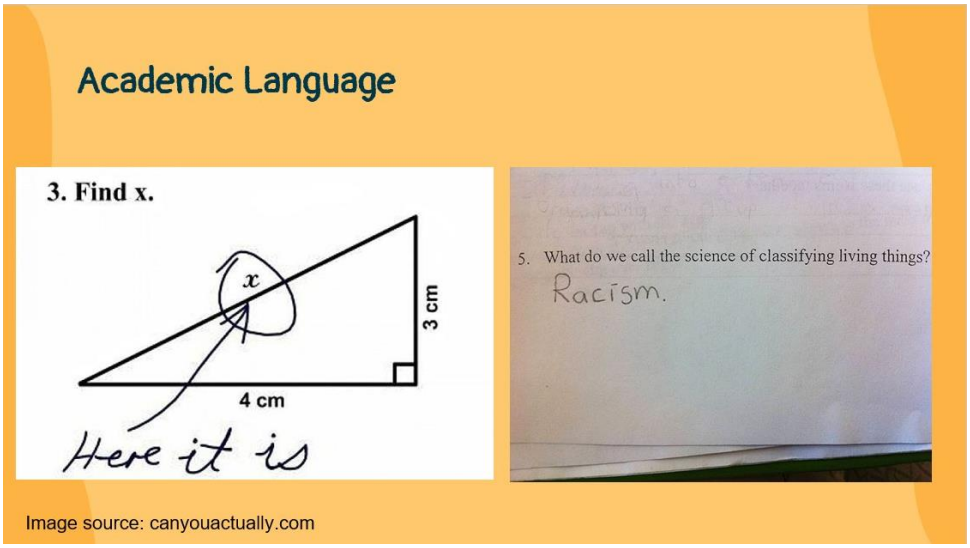


Slide #36

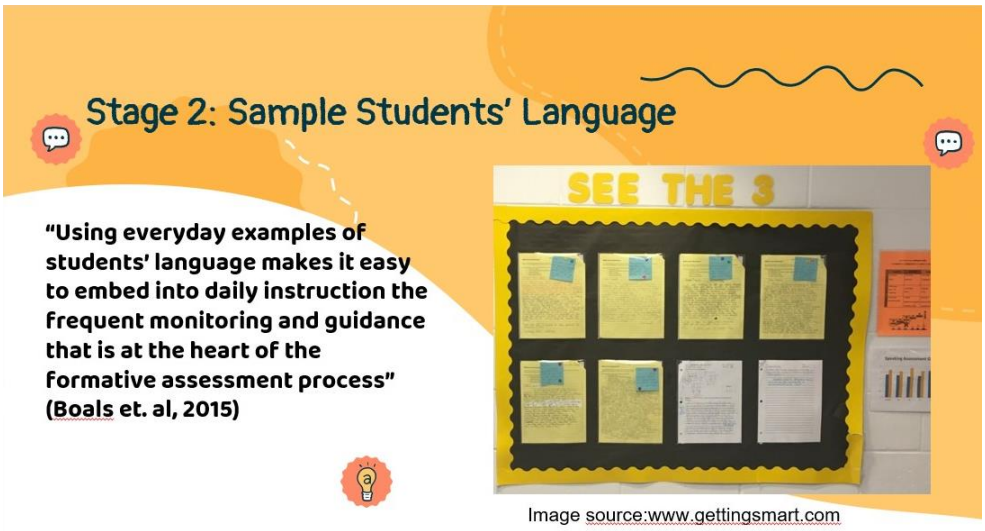


Slide #37

Slide #38



Slide #39



Slide #40

Stage 3: Analyze

- Assist in analyzing sample student language
- Help keep a record of feedback
- Create a standardized process for analyzing student work
- Make formative assessment formal instead of informal
- Can be used by the teacher, the student, or peers

Tool	Used for...	For Students	For Teachers
Checklist Are my students becoming more consistent in...?	Recording, in a simple yes/no format, the inclusion of new behaviors or other elements students are working to integrate	Helps students remember and learn the steps in a new process or new behaviors to practice.	Captures information quickly and easily; can be used easily by students.
Rating Scale How well (roughly) are they doing?	Getting an informal, continuum-based rating of elements considered important in the lesson or task	• Helps students rate their own comprehension of new material or their comfort with new practices. • Focuses students' attention on metacognitive aspects and personal accountability for learning.	Quickly captures an informal rating of student's movement toward a goal.
Rubric What level are they at in their mastery of this?	More carefully evaluating the quality of specific components of student work and decided which level of performance best describes the work. • Requires clearly specified criteria for each performance level • Intervals/levels should be equivalent in range	• Involves students in judging their own mastery. • Helps develop metacognitive stance and skill. • Makes explicit what elements are important and what successful performance looks like.	Assesses student movement toward criteria that will be used later to make a summative assessment of their performance.

Source: www.cde.state.co.us/cde_english/formativeassessmentfinal

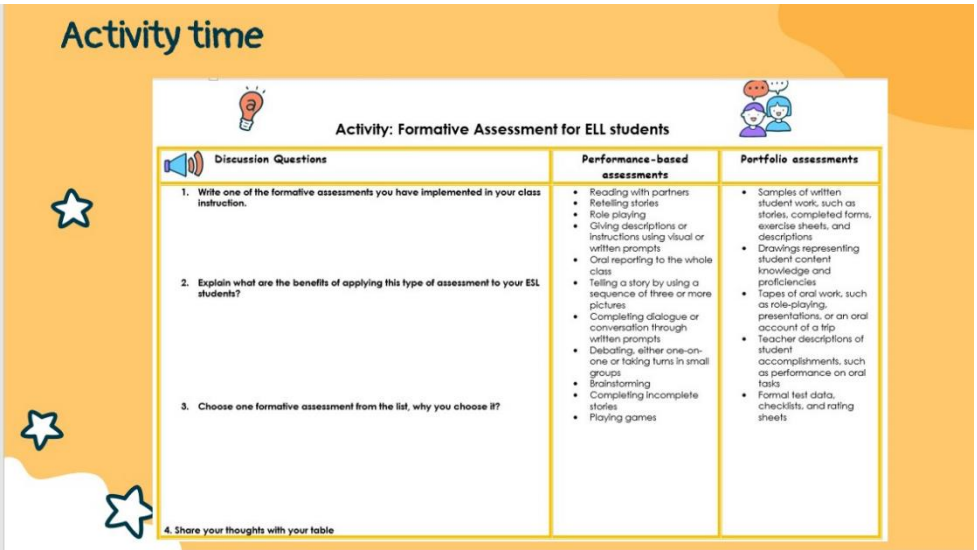
Slide #41

Stage 4: Provide Formative Feedback & Refine Instruction

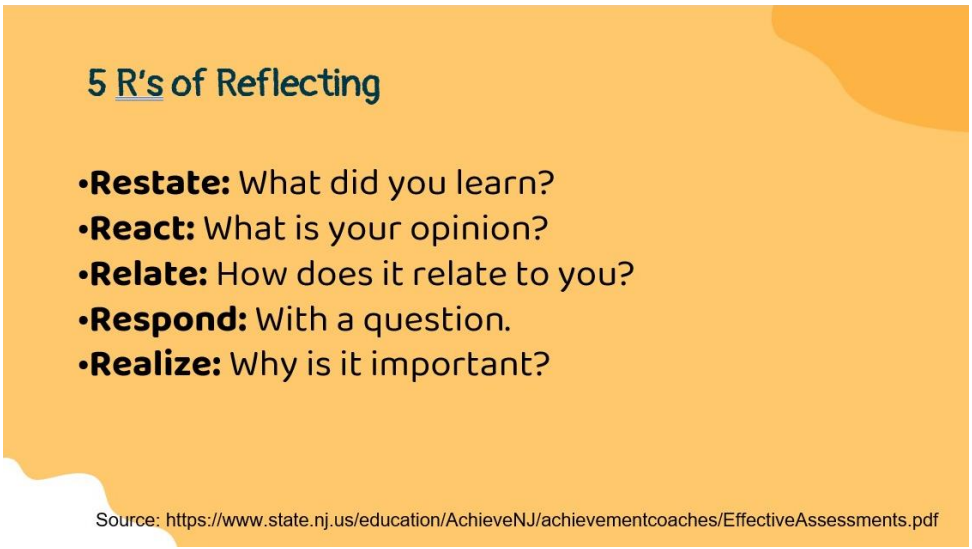
"At the same time, though, this information has to be used to inform the teaching and learning process. Feedback is formative if it leads to improved student learning." (Tuttle, 2009)

Source:www.cde.state.co.us/cde_english/formativeassessmentfinal

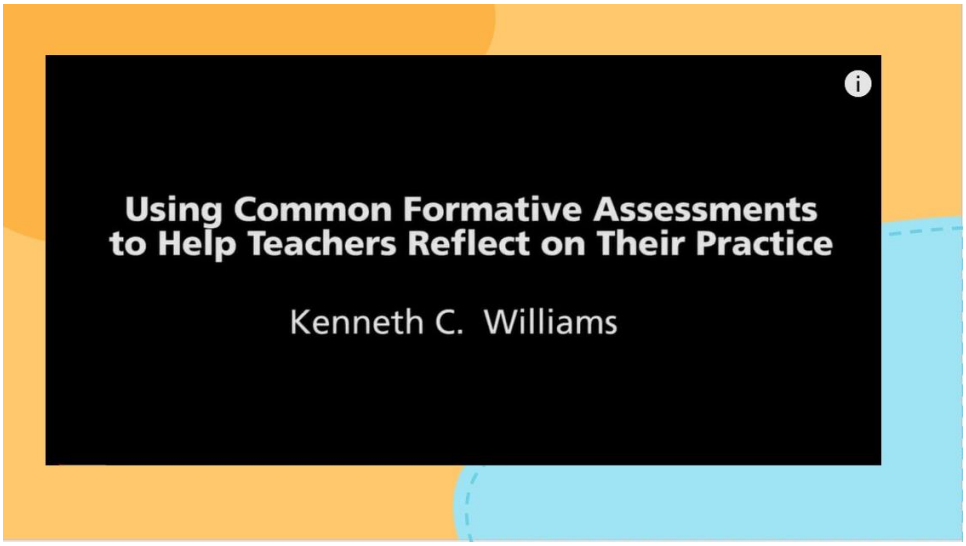
Slide #42



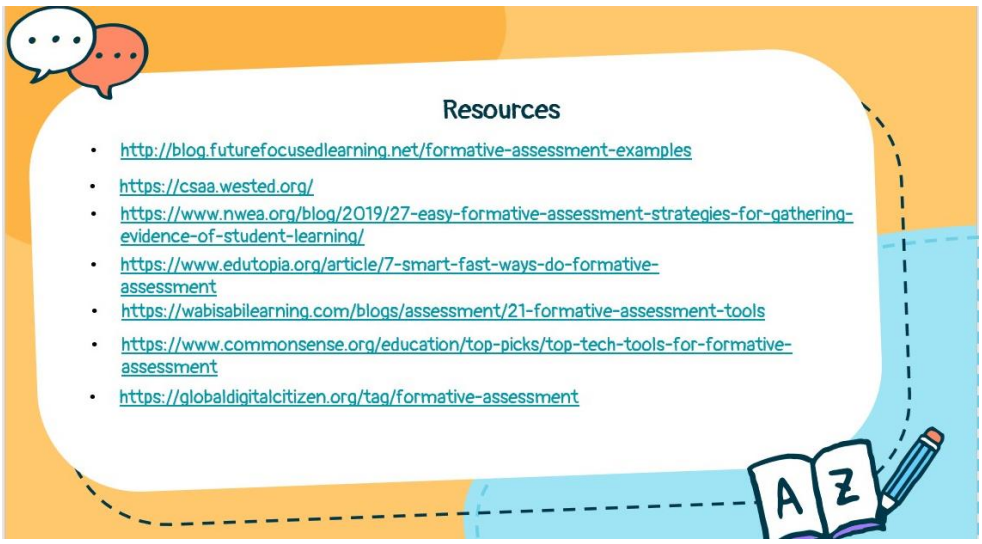
Slide #43



Slide #44

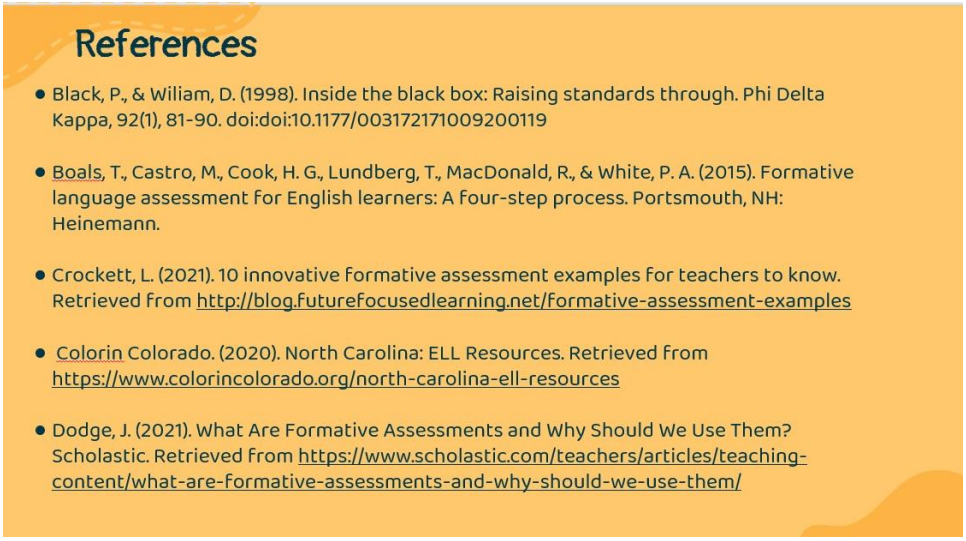


Slide #45



Slide #46

Slide #47



Slide #48

References

- Dyer, K. (2019). 5 formative strategies to improve student learning from Dylan Wiliam and NWEA. Retrieved from https://www.nwea.org/blog/2019/5-formative-strategies-to-improve-student-learning-from-dylan-wiliam-and-nwea/
- Grover Tuttle, H. (2009). Formative assessment responding to your students. Routledge.
- Heritage, M., & Chang, S. (2012). Teacher use of formative assessment data for English language learners. National Center for Research on Evaluation, Standards, & Student Testing, 12. Retrieved from https://cresst.org/wp-content/uploads/ELL_Symposium_FINAL.pdf.
- Jones, B. (2021). Content, context, and formative practice: Integrating peer reflection in online learning to support student agency. Retrieved from https://csaa.wested.org/formative-insight/content-context-and-formative-practice-integrating-peer-reflection-in-online-learning-to-support-student-agency/
- Montalvo-Balbed, M. (2012). Using formative assessment to help English language learners. ASCD.
- Wiliam, D. (2011). Embedded formative assessment. Tree Press. Retrieved from http://www.worldcat.org/oclc/713567347

Slide # 49

References

Afitska, O. (2014). Formative use of language assessment: supporting learning through the medium of a second language. *US-China Education*, *4*(8), 517-535. Retrieved from https://eprints.whiterose.ac.uk/91773/

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). Focusing formative assessment on the needs of English language learners. *WestEd*, 36. Retrieved from https://www.wested.org/wp content/uploads/2016/11/1391626953FormativeAssessment_report5-3.pdf.

Andrade, H., & Cizek, G. (2010). *Handbook of formative assessment*. New York: Routledge. Retrieved from https://books.google.com/books?id=q0mPAgAAQBAJ&lpg=PA198&ots=32x-akgGu2&dq=Second%20language%20acquisition%20and%20formative%20assessment&lr&hl=es&pg=PA198#v=onepage&q=Second%20language%20acquisition%20and%20formative%20assessment&f=false

Ardiansyah, W., Ujihantu, M., Aryanti, N., & Meirani, W. (2018). Formative assessment. *Holistics Journal*, *10*(19), 19-27. Retrieved from https://www.jurnal.polsri.ac.id/index.php/holistic/article/view/973.

Bailey, A., & Heritage, M. (2014). The role of language learning progressions in improved instruction and assessment of English language learners. *TESOL Quarterly, 48*(3), 480-506. Retrieved from https://www.jstor.org/stable/43267977

Behind, N. C. L., Public Law 107–110 & 115 STAT. 1425 (January 8, 2002).

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through. *Phi Delta Kappa, 92*(1), 81-90. https://doi.org/10.1177/003172171009200119

Chapman, C., & King, R. (2005). *Differentiated assessment strategies: One tool doesn't fit all.* California: Corwin Press.

Cheng, W., & Warren, M. (2005). Peer assessment of language proficiency. *Language Testing, 22*(1), 93-121. https://doi.org/10.1191/0265532205lt298oa

Colorin Colorado. (2020). *North Carolina: ELL Resources*. Retrieved from https://www.colorincolorado.org/north-carolina-ell-resources

Duckor, B., & Holmberg, C. (2017). *Mastering formative assessment moves: 7 high-leverage practices to advance student learning.* Association for Supervision & Curriculum Development. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-ebooks/detail.action?docID=4890224

Dunn, K., & Mulvenon, S. (2009). A critical review of research on formative assessments: the limited scientific evidence of the impact of formative assessments in education. *Practical Assessment, Research & Evaluation; College Park, 14*(7), 12. https://doi.org/10.7275/jg4h-rb87

Fisher, D., & Frey, N. (2011). *The Formative assessment action plan : Practical steps to more successful teaching and learning.* Alexandria, VA.: ASCD. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-

Gabryś-Barker, D. (2013). *The affective dimension in second language acquisition* (Vol. 68). Channel View Publications. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-ebooks/detail.action?docID=1192818 ebooks/detail.action?docID=698901

Greenstein, L. (2010). *What teachers really need to know about formative assessment.* Alexandria, VA: ASCD. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-ebooks/detail.action?docID=564139

Griffee, D., & Gorsuch, G. (2016). *Evaluating second language courses.* Information Age Publishing, Incorporated. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-ebooks/detail.action?docID=4648121

Grover Tuttle, H. (2009). *Formative assessment responding to your students.* Routledge.

Heritage, M. (2007). *Formative assessment: What do teachers need to know and do? Phi Delta Kappan*, *89*(2), 140-145. Retrieved from http://libproxy.greensboro.edu:2048/login?url=https://www.proquest.com/scholarly-journals/formative-assessment-what-do-teachers-need-know/docview/218473831/se-2?accountid=11207

Housen, A., & Pierrard, M. (2005). *Investigations in instructed second language acquisition* (Vol. 25), De Gruyter, Inc. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-ebooks/detail.action?docID=325694

Johnson, M. (2003). *A philosophy of second language acquisition.* Yale University Press. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-ebooks/detail.action?docID=3419955

Joyce, P. (2018). The effectiveness of online and paper-based formative assessment in the learning of English as a second language. *PASAA: Journal of Language Teaching and Learning in Thailand, 55*, 126-146. Retrieved from https://eric.ed.gov/?id=EJ1191739

Karim, B. (2015). The impact of teachers' beliefs and perceptions about formative assessment in the university ESL class. *International Journal of Humanities Social Sciences and Education (IJHSSE), 2*, 108-115. Retrieved from https://www.arcjournals.org/pdfs/ijhsse/v2-i3/12.pdf

Lachat, M. (2004). *Standards-based instruction and assessment for English language learners.* SAGE Publications. Retrieved from https://ebookcentral-proquest-com.proxy075.nclive.org/lib/greensboro-ebooks/detail.action?docID=1655825

McManus, S. (2008). Attributes of effective formative assessment. *Council of Chief State School Officers*, 6. Retrieved from https://ccsso.org/resource-library/attributes-effective-formative-assessment

Perrone, M. (2011). The effect of classroom-based assessment and language processing on the second language acquisition of EFL students. *Journal of Adult Education, 40*(1), 20-33. Retrieved from http://libproxy.greensboro.edu:2048/login?url=https://www-proquest-com.proxy075.nclive.org/scholarly-journals/effect-classroom-based-assessment-language/docview/917548037/se-2?accountid=11207

Power School. (2021). *Benefits of using formative assessment to increase student growth* Retrieved from https://www.powerschool.com/resources/blog/9-benefits-of-using-formative-assessment-to-increase-student-growth/

Sartaj, S., Kadri, S., Shah, S., & Siddiqui, A. (2019). Investigating the effectiveness of classroom based assessment on ESL teaching strategies and techniques in Pakistan: Study from teachers' perspective. *ResearchGate: Theory and Practice in Language Studies, 9*(7), 826. Retrieved from https://www.researchgate.net/publication/334147739_Investigating_the_Effectiveness_of_Classroom_Based_Assessment_on_ESL_Teaching_Strategies_and_Techniques_in_Pakistan_Study_from_Teachers'_Perspective

Sherris, A. (2011, May). Teddy the T-Rex, interaction and spontaneous formative second language assessment and treatment. *Classroom Discourse, 2*(1), 58–70. https://doi.org/10.1080/19463014.2011.562660

Scriven, M. (2012). Formative, preformative, and proformative evaluation. *Journal, 8*(18), 58-61. Retrieved from https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/353

Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *87*(4), 324-328. https://doi.org/10.1177/003172170508700414

Taras, M. (2005). Assessment: summative and formative: some theoretical reflections. *British journal of educational studies, 53*(4), 466-478. Retrieved from https://www.jstor.org/stable/3699279

Torres, J. (2019). Positive impact of utilizing more formative assessment over summative assessment in the EFL/ESL classroom. *Open Journal of Modern Linguistics, 9*(1), 1-11. Retrieved from DOI: 10.4236/ojml.2019.91001

Trumbull, E., & Lash, A. (2013). Understanding formative assessment: Insights from learning theory and measurement theory. Retrieved from https://www.wested.org/online_pubs/resource1307.pdf

Wiliam, D. (2013). Assessment: The bridge between teaching and learning. *Voices from the Middle, 21*(2), 15-20. Retrieved from http://alearningplace.com.au/wp-content/uploads/2021/01/Wiliam-Bridge.pdf.

Wiliam, D., & Black, P. (1996). Meanings and consequences: A basis for distinguishing formative and summative functions of assessments? *British Educational Research Journal, 22*(5), 537-548. Retrieved from https://www.jstor.org/stable/1501668

Williams, K. C. (Director). (2014). *Using common formative assessments to help teachers reflect on their practice* [Motion Picture]. Retrieved from https://www.youtube.com/watch?v=FldnHUgjTcM

Worrell, F., & Dixson, D. (2016). Formative and summative assessment in the classroom. *Theory into Practice, 55*(2), 153-159. https://doi.org/10.1080/00405841.2016.1148989

Zia, F., Sarfraz, S., & Mufti, N. (2019). Students' perceptions of the effectiveness of formative assessment and feedback for improving English writing composition skills: A case study of secondary level ESL students of private schools in Lahore, Pakistan. *Journal of Education and Practice, 10*(6), 7-13. DOI: 10.7176/JEP/10-6-02